

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Pacific View Charter School

CDS code:

37 73569 3731221

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title 1 Part A, Title 1 Part D, Title 2 Part A, Title IV Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific View Charter School (PVC), as a single school LEA, develops the LCAP annually. The LCAP serves as the SPSA and all goals/actions/services apply to the single school. PVC currently has five goals in the LCAP:

1. Improve Graduation Rate
2. Prepare all students for life after high school
3. Improve literacy
4. Improve the learning of math concepts
5. Continue to provide social/emotional supports for all educational partners

Data analysis from the California School Dashboard, local data, and educational partner input are all analyzed to determine needs, review progress and determine the effectiveness of the actions and services provided to students. PVC has identified the following schoolwide strengths: One year graduation rate is increasing, literacy growth has improved dramatically since the implementation of the literacy focus, and the social and emotional support continues to be a strength for all students

Data analysis also identified areas of need including continuing to increase graduation rates, especially with special education students, developing more robust plans for life after graduation for high school students, and continued need to improve literacy and math as measured by the SBAC.

The developed LCAP goals, actions/services, and expenditures are designed to build on the strengths and to address areas of need. Local Control Funding Formula (LCFF) dollars are used to provide the Base Program for all students. LCFF Supplemental/ Concentration (LCFF S/C) funds are used for Supplemental Services to meet the needs of Low Income, English Learners (EL), Foster Youth, and Homeless students. Federal funds provide Targeted Supplemental Supports to specific

student groups, including students at risk of not meeting the state academic standards. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCFF dollars by offering additional services, particularly for struggling students.

For Goal 1, the Base Program includes providing support for credit deficient students, additional access to courses, parent engagement and support for special education students all in service of improving graduation rates for students.

Goal 2 includes college and career readiness activities such as field trips, careers, Fafsa and other parent meetings, the purchase of college and career readiness curriculum, furthering relationships with postsecondary institutions, and first generation college student support.

The Base Program in Goal 3 provides students with continued opportunities to make gains in ELA and specifically in reading. The Supplemental Services offered include using the EL Support teacher to provide training to other staff members on the use of ELL strategies in the curriculum and the continued implementation of both designated and integrated ELD courses.

Goal 4 is focused around increasing math performance for all students through additional training and professional development, robust testing prep and strategies, targeted intervention and dedicated time for intervention and additional curriculum in both middle and high school.

Goal 5 focuses on social/emotional wellness and support for all educational partners. Supplemental funds are used to provide additional support programs, instructional supplies and curriculum to meet the needs of low income students. Additionally, the base funds fund improvements to elective curriculum, PBIS implementation and the maintenance of facilities to promote a safe school environment.

Targeted Supplemental Services utilizing federal funds have been added to support the actions/services for each goal. These actions/services have been included in the current PVC LCAP.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP is annually updated based on school wide data analysis and the results of the educational partner engagement process to address identified needs. Since actions/services for all funding sources are in the LCAP, the annual review process also evaluates the effectiveness of the federal programs, and new/revised actions using federal dollars support the newly identified needs.

The specific actions/services funded with federal funds to provide Targeted Supplemental Services for identified students are listed below:

For Goal 1, the Base Program and Supplemental Services are enhanced with federal dollars to offer the following actions/services:

- Title I: hosting of senior activities, development of alternative pathways programs and purchase of additional curriculum.
- Title II: professional learning and coaching for teachers and administrators to support effective instruction, evaluate SST data and the development of virtual support videos
- Title IV: support for the Title I activities

TI In Goal 2, the actions/services using federal funds to support the Base Program and Supplemental Services include:

- Title I: support for low income students in providing additional college and career field trips and additional 1:1 school counseling services.

- Title II: Additional professional development on redesigning the curriculum to add college and career checkpoints and assignments focused on possible careers/career spotlights.

- Title IV: development of a MOU with MiraCosta to increase communication between PVC and MC to further the support of concurrently enrolled students.

Targeted Supplemental Services using federal funds to enhance the Base Program and Supplemental Services in Goal 3 include:

- Title II: Literacy TOSA will provide instructional support to staff on implementation of the literacy strategies in the classroom and across the curriculum redesign initiatives.

Targeted Supplemental Services using federal funds to enhance the Base Program and Supplemental Services in Goal 4 include:

- Title I: additional intervention curriculum to support the building of math skills

- Title II: Staff training on use of intervention data to inform workshop/classroom instruction

Finally, Title funding will support the following efforts in Goal 5:

- Title I: school supplies and clothing resources to build the Coyote Closet, additional time for home visits

- Title II: Ongoing training on positive discipline practices

- Title IV: Support to Title I initiatives

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific View will involve parents and families in the development of the CSI plan through the newly established School Site Council work, through surveys relating to graduation progress and through targeted questions in the weekly meetings that will be developed through the Differentiated Assistance ("Grit Team") team work. Note that PVC is a single school LEA and as such does not have any schools identified for TSI and all actions/services to support the CSI apply to the one single school.

Families are engaged through the required weekly meetings, providing the richest opportunities for collaboration and information sharing. Additionally, PVC strives to reach out to and involve all parents in feedback, program evaluation and the development of the family engagement policy:

Parent and Family Engagement Policy

For the purposes of this policy, the term “parent and family engagement” means the participation of parents, guardians, and other family members in regular and meaningful discussions involving student learning and school activities.

Parents and family members will play a vital role in supporting their child’s learning and participation in student learning is a requirement of the independent study program at Pacific View. PVC

holds that parents are partners in their children’s education. Parents, guardians, and family members will be included (as appropriate) in decision making and on the School Site Council, through board meetings and at each student’s weekly meetings.

Purpose and Operation

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school’s challenging academic standards. The Title I program delivers instructional activities and supportive services to eligible students over and above those provided by the regular school systems.

Annual Fall and Spring Meetings will be held at Pacific View Charter at a convenient time in the evenings. Parents will be notified of these meetings via the school website, social media, newsletters, and parent-teacher communication during the weekly meetings.

This meeting will be held to:

Inform parents and families about the school’s facilities and its Title I School-wide designation

Provide parents with information about Title I funding.

Provide and inform parents about the previous year’s NWEA MAP and state testing results

Provide and inform parents with information in regards to curriculum, assessment data, school performance profiles, and other measures used to measure student progress.

The Annual Spring Meeting will also be held in conjunction with the LCAP meeting. The meeting will be held to:

Evaluate and make improvements on plans already in place and their effectiveness.

Solicit ideas and input from families to make changes and/or improvements.

Share results about measured data that was collected.

Parent and Family Engagement Efforts

Pacific View believes that the involvement of parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year. School leadership shall ensure that the parent and family engagement policy and plan is developed with, agreed upon with annually and distributed to parents and family members.

In addition, school officials and Title I school personnel shall do the following:

Involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee. These committees will review the Title I program.

Provide coordination, technical assistance and other support necessary to assist and build the capacity in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance.

Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs.

Conduct, with meaningful involvement of parents, an annual evaluation of the content and effectiveness of the school parent and family engagement policy and program in improving the academic quality of the school and assisting students to meet the school's academic standards. This evaluation shall identify the following:

Barriers to greater participation by parents in activities authorized by this section

The needs of parents and family members to assist with the learning of their children; including engaging with school personnel and teachers

Strategies to support successful school and family interactions.

The school will use these findings to design evidence-based strategies for more effective parental involvement, and revise if necessary, the parent and family engagement policy.

In addition to the activities and actions in the Family Engagement Policy, administrative and teaching staff actively build relationships that help increase parent involvement and engagement in the process. Parents are recruited by word of mouth, school letters, Entrance Surveys and social and printed media. Pacific View provides multiple opportunities for parents and family members to learn about state and local assessments and to obtain valuable information on ways to monitor their child's progress towards their academic and personal goals, although the primary method is through the weekly meeting with their supervisory teacher. In addition to the weekly meetings, the school provides all families access to essential information to support their child's academic and personal success through the PVC website and is currently in the process of developing training videos to be made available to families hosted through the school's website/Youtube channel. Specific parent education workshops are hosted onsite and virtually periodically throughout the school year.

The personalized learning format of the school requires that school staff be trained on ways to build meaningful relationships and authentic partnerships that enhance a students academics and social emotional growth and development. Throughout the year, staff receive information on how to build meaningful relationships with families, promote positive communication between home and school, and strengthen the parent/student/teacher relationship. Family engagement activities for all programs, including programs for multilingual learners, Special Education, and college and career readiness, are coordinated with those offered through Title I, Part A. The Director of Student Services and the counseling departments provide information on community and school resources.

Information is distributed in an understandable format and all information related to school and family programs, meetings, and activities is provided in English and Spanish. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. Interpretation services are available for meetings. The Lead Teachers take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration.

Family members are provided opportunities for informed participation, and reasonable accommodations are offered to parents/family members with disabilities, such as sign language interpretation to assist with communication. Information is in a format and to the extent practicable, in a language parents understand. School staff are always available to answer questions and/or explain reports/information provided regarding student progress. Materials and phone calls are in English and

Spanish, teachers reach out individually to families, and flexible meeting times are provided to accommodate parents' schedules, within reason.

The Title I requirements are in alignment with the school's LCAP requirements and family input is sought in a variety of ways. Parents are encouraged to serve as school board members, bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, Back to School Night, Open House.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students at Pacific View are provided with a personalized education model that combines direct instruction, individual instruction and differentiated intervention for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills as demonstrated through their semester grades, SBAC and local assessment scores. Increasing these scores ensures that students are meeting grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, small group instruction to improve the literacy skills of the students and move them closer to grade level.

While Pacific View does not have students living in local institutions for neglected or delinquent children, nor does it operate community day school programs, programs and strategies to target neglected and delinquent children consist of supporting them as they become identified as foster youth. The Director of Student Services acts as the Foster Liaison, assisting students with educational and other needs as needed and required. Additionally, the PVC Operations team, the School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services to improve student mastery of standards. The School Site Council and English Learner Advisory Council will complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. Finally, information is solicited from each individual parent and student through the weekly meeting process and through LCAP surveys.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Director of Student Services acts as the PVC Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. PVC collaborates with the San Diego County Office of Education regarding updates and resources available for liaisons who support foster/transitional students. The County provides monthly professional learning opportunities for both District and charter school liaisons along with support for identifying and reporting foster/transitional students.

Pacific View has made a reservation of funds to support homeless students. These funds are used to cover bus passes, hotspots, cell phones, clothing and other supplies if there are homeless students with these needs. Parents and families are given the necessary resources and targeted assistance within the community to ensure a hospitable educational environment.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific View does not provide any early education programs.

In reference to transitions from middle to high school, PVC conducts a variety of preparatory activities for middle school students including a 9th grade summer bridge program, vertical alignment of curriculum from middle school to high school, whole group transition meetings for 8th grade students and individual transition meetings for middle school with special needs.

Pacific View also conducts a variety of college and career readiness activities as highlighted in Goals 1 and 2 of the current LCAP. Students are required to complete Careers, Personal Finance and the Beyond the Tassell courses in order to prepare for life after high school. All students meet with the college/career counselor regularly in high school to review their tailored graduation plan and make a plan for life after high school. Supplementary activities such as college field trips, career days, guest speakers and presentations are all required for students as part of their transition planning services. Students with special needs also receive college and career transition services from their case manager. PVC partners with the Department of Rehabilitation, local community colleges and trade schools to further enhance the college and career readiness experiences at the school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PVC does not provide services for gifted and talented students specifically.

As a part of the PVC Instructional Focus on Literacy, PVC has developed and continues to improve the school library as well as encourage individual classroom libraries for teachers. Funds are allocated to growing these libraries and encouraging a culture of reading outside of the classroom through the use of the libraries.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific View provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders that is rooted in the Schoolwide Instructional Framework. The school provides teachers with training in all domains of the framework including: Purpose, Environment & Culture, Teaching Strategies, Engagement, Assessment and Professional Duties. The Director of Curriculum & Instruction and the Director of Student Services provide the bulk of training in the various domains for all staff. Staff is also asked to complete a self assessment each year based on the framework and individual coaching is provided to staff in their identified areas of growth. The school is currently in the middle of a schoolwide instructional focus on literacy, based on the adopted PVC Strategies for Literacy. Both staff-wide and individual coaching is ongoing for staff guided by the Teacher on Special Assignment for Literacy. In the 2025/26 school year, the school will add an additional initiative based on PBIS to improve behavior management practices and to promote an inclusive school environment.

The Leadership team ensures participation in schoolwide professional development activities by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The team will make adjustments to the professional development sessions to ensure continuous improvement. Coaching meetings, led by the Director of Curriculum and Instruction are held weekly with all supervisors and instructional coaches to ensure that staff is receiving the proper ongoing training continuously through the school year.

Pacific View builds the leadership capacity of teachers, staff, and school leaders by providing opportunities for staff members to serve as department chairs for the subject domains, join committees, and to facilitate professional development sessions for other staff based on their own interests and expertise. Although not required by charter law, PVC administrative positions are being converted to credential-required positions and staff in these positions are supported in enrolling in administrative credential programs to further their expertise. All staff are encouraged to apply for position advancement when positions become available. The Executive Director and the HR Coordinator also encourage an open door policy as it relates to assisting staff with development of career goals both within and potentially outside of the organization. The school monitors the effectiveness of professional development and solicits additional requests through staff surveys and through improved student outcomes, observations from teacher coaches, and direct feedback from staff as they reflect on their practices. Annually, the leadership team assesses the effectiveness of professional development using the Teachboost system and a thorough review of staff evaluations, considers educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies to determine the priorities for the upcoming school year.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A PVC is a one school LEA so all funds will support the one CSI school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing program refinement based on data is central to the functions of Pacific View Charter School. The schoolwide Instructional Framework provides the basis for reviewing data, recommending decisions based on data and identifying staff for additional coaching around the use of data. Benchmark data is analyzed at the end of each benchmark period by administration, coaches and teachers to refine instructional practices and target students in need of intervention. Semester grades and NWEA Maps data are analyzed at the beginning and end of each semester to make larger decisions on school wide initiatives and supports. CAASPP data and other Dashboard Data are analyzed upon the release of the data and referred to throughout the year as touchpoints for ongoing analysis of schoolwide implementations. Data is disaggregated by grade level, program, special services and race/ethnicity to deeply analyze trends and ensure that all student needs are being considered. All analysis focuses on tracking progress towards meeting the PVC LCAP Goals for graduation and post graduation, literacy, math performance and social/emotional supports and school connectedness. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis is evaluation of the effectiveness of professional development through input gathered from key educational partners, including teachers, school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners. Quantitative data is gathered through annual surveys for all staff, students and parents. Qualitative data is gathered through coaching sessions, community meetings, weekly meetings between teachers, parents and students and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Pacific View. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many of the ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- A. Pacific View Charter School developed its application for federal funds in consultation with educational partner groups and in response to identified needs of students, families, and the school as a whole. Various types of data were collected and used to monitor progress toward current LCAP goals and to identify new areas of need. The school does not formally partner with institutions of higher education. However, Pacific View Charter School does facilitate concurrent enrollment at local community colleges, especially MiraCosta College, and the school has many courses and programs designed to prepare high school students for colleges and careers. In the next school year, PVC will be pursuing a MOU with MiraCosta Community College to facilitate ease of enrollment and monitoring of students who concurrently enroll in both college and adult high school classes at MiraCosta.
- B. Through the LCAP development process, it was determined that Federal Funds will support well-rounded education through the development of additional elective offerings in both the middle and high school. Students will have access to workshops in art and music as well as leadership and sports in middle school.
- C. PVC developed its application for these funds in conjunction with its LCAP development team meetings including surveying of families, LCAP information and planning sessions and staff review of all goals and services. Through these consultations, it is determined that funds will be used to support actions related to the safe and healthy schools content area. Pacific View will partner with the San Diego County Office of education to implement PBIS across all grade levels to improve school culture and reduce discipline incidents. PVC will also be partnering with the county office to implement Project Alert, a vaping-cessation program targeting middle school students. Additional actions to support safe and healthy students will include the purchase of additional curriculum for social emotional learning to be implemented in the middle school Homeroom period and the addition of new high school clubs including leadership and yearbook. Finally, vape detectors will be purchased for the Moreno Valley site to provide administration an additional way to deter students from using substances on campus. As Pacific View is a single school LEA, all actions will support the CSI identified school.

- D. Technology use and competency is required at Pacific View. Much of the coursework is completed online, and it is crucial for students to have access to computers and internet. Students are provided with Chromebooks and if needed Hotspots to access the internet at home. The school provides students with safe learning environments including resource rooms, a library and a study hall for students to complete digital coursework on campus. The school also employs a Technology Technician who is responsible for overseeing all technology infrastructure and ensures that each student has access to a digital resources necessary to be successful. The Technician's role includes an evaluation of each student's access to technology, and they may recommend additional technological tools and devices for the school to loan to the student. Pacific view is committed to closing the digital divide and ensuring equal access to technology for all students, regardless of socioeconomic status. Funds will be used to provide additional hotspots and Chromebooks beyond what has been available previously to support all student access and prevent lags in waiting for technological devices to be returned.
- E. The effectiveness of activities carried out under federal programs will be evaluated annually through the LCAP process. Data will be analyzed to determine if the actions and services are resulting in positive improvement in each metric. If needed, activities will be modified to address areas of concern. Metrics related to well rounded education and health and safety are in the PVC LCAP Goal 5 and include attendance rates, suspension rates and results of student survey questions related to school safety. While there are no direct metrics for use of technology, successful implementation of technology is a part of meeting requirements for high school graduation, a metric is Goal 1 of the PVC LCAP.